WHY SOCIAL AND EMOTIONAL LEARNING MATTERS IN PAUSD

“If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.”

-- Daniel Goleman, Ph.D.

Social and emotional learning is essential for students to succeed in academics, career, and life. Effective SEL programs improve academic achievement, help students form deeper connections to schools, and encourage positive student behaviors. As stated by The Collaborative For Academic, Social, and Emotional Learning (CASEL), “Social and emotional learning (SEL) enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.” Students with effective SEL skills are more self-aware and socially aware; they have better communication skills; they are more likely to choose actions that benefit both self and the community; and they are more able to care for themselves, as well as care for and feel cared for by others. SEL promotes academic success, health and well-being, positive attitudes about self, school, peers and teachers, and effective interpersonal skills. In addition, students who attend schools that create a culture of caring feel more respected and understood, and perform better in school.

Research has demonstrated that ‘thinking’ is not purely cognitive, but involves both social and emotional processes. For example, when students feel threatened, or are in a chronic state of anxiety, they will not learn core academic content as effectively when compared to students who experience low levels of anxiety and feel safe at school. Research has also shown that emotional health and prosocial behaviors are important predictors of life satisfaction. Both academic success and success in life require the integration of cognitive, social and emotional skills.

Palo Alto Unified School District (PAUSD) is well known for its academic rigor and educational excellence. Indeed, PAUSD is recognized as one of the top performing districts when student test scores are compared with other districts statewide and across the nation. Overwhelmingly, students in PAUSD receive a high quality education that prepares them for post-secondary opportunities.

While PAUSD students tend to be well equipped academically based on graduation rates, test scores and other outcomes, it is less clear that students are well prepared in the area of social-emotional learning. According to data analyzed from the 2015-16 California Healthy Kids Survey (CHKS) and 2011 Developmental Assets Survey, there are opportunities for PAUSD students to benefit by augmenting their social-emotional skills and competencies in the areas
of self awareness, social awareness, self management, social management, self efficacy and social engagement.

Data from the Developmental Assets Survey (2011), administered to 5th graders, indicate there is room for improvement and underscore the benefits of providing increased SEL opportunities. Developmental assets reflect skills or experiences that enable children to be successful in life. The findings include:

- 18% of 5th graders had between 0-20 assets out of 40.
- In the category of social competencies, 53% had assets in the area of planning and decision making.
- 59% had assets in the area of interpersonal competencies.
- 76% had assets in the area of cultural competence.
- 46% reported a sense of purpose.
- 56% had a positive view of their personal future.

Developmental asset data for secondary schools provides additional evidence of the need for expanded social-emotional learning opportunities. In the area of social competence, which includes the ability to resolve conflicts and resist engaging in risky behaviors, there appears to be room for growth. For example:

- Both 7th graders and 9-12th graders scored at 37% for planning and decision making. Given the developmental stages of youth, additional instruction on making positive decisions is critical.
- In the area of interpersonal competencies, or the ability to self regulate, 64% of 7th graders and 48% of 9-12th graders had this asset. The ability to self monitor behaviors and draw upon internal resources is key to successfully engaging with others.
- In the area of cultural competence, or the ability to know and feel comfortable with diverse groups, only 55% of 7th graders and 51% of 9-12th graders had this asset. In this day and age of diversity, it is critical that all students have the ability to navigate within different groups and cultures in order to be successful.

CHKS data administered at grades 5, 7, 9, and 11 indicate that PAUSD students would benefit from more SEL to support the development of healthy and meaningful intra- and inter-personal connections.

- In the area of empathy skills, 25% of 5th graders report that PAUSD schools provide instruction that helps them understand how other students think and feel. Around one quarter of secondary students report limited ability to understand their own moods and feelings. The ability to understand and empathize with others is key in connecting with peers and the school community, and is essential for productively and meaningfully engaging in society.
• In the area of help-seeking behaviors, around one quarter of secondary students report having limited knowledge on how to access support. This data is problematic, as the ability to seek help when in distress supports self-efficacy, resiliency, and positive mental health and well-being.

• In the area of positive adult relationships, nearly two thirds of 5th graders report having caring and supportive relationships with adults. That number drops to less than 50% in high school. When students report having adult relationships that challenge, support, and encourage them they are better able to develop the competency, autonomy, identity, and self-control they will need to successfully navigate the challenges of school and life.¹

• Approximately half of 5th graders report having a meaningful connection to learning. That number drops to nearly a third by 11th grade. Students who are emotionally connected to their learning are more likely to achieve academically rigorous goals and less likely to experience symptoms of depression and anxiety, both in the short-term and over the course of their young adult lives.²

SEL is consistent with the strategic plan, vision and mission of the Palo Alto Unified School District, supporting the district to focus on the needs of the whole child. PAUSD’s mission is to not only provide students with a “rich and challenging academic experience” but to do so in a supportive environment that prepares students for the “challenges of living in a fast-changing world.”

SEL contributes to meeting district goals, especially those related to Wellness and Safety (3.1, 3.3, 3.4, 3.5, 3.8 and 3.9). These goals “provide for the social, emotional, and physical health needs of students and staff and cultivate positive, identity-safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community.” SEL supports the district’s long term desired outcomes, such as higher levels of student connectedness and engagement; increased student wellness, safety and efficacy; increased access to preventative and intervention services; increased school attendance; decreased disciplinary problems, bullying and aberrant behaviors; and increased levels of mutual support.

A wide variety of activities and/or programs that promote SEL are currently operating at PAUSD school sites, demonstrating the desire and commitment of PAUSD staff to being responsive to the social and emotional needs of PAUSD students. However, not all site-based SEL programs are evidence-based, and they have yet to be unified within a comprehensive Pre-K-12 vision, framework, and curriculum for SEL. An inventory of SEL programs at all PAUSD sites is attached in the appendix of this report.

The creation of a more comprehensive, unified, district-wide approach to SEL will support all

² Ibid.
students to thrive as global citizens in a rapidly changing world so they can achieve their full intellectual, social and creative potential. Students who graduate from PAUSD will be better prepared not only as scholars, but as well rounded individuals, insightful about their own feelings and able to understand their impact on others. Students will also be better able to self regulate and leverage positive coping skills during times of stress, as well as positively engage with others. Finally, students will be more confident in their ability to navigate the world and socially engage in making society a better place for everyone.

SCC MEMBERSHIP & SUPPORT

In April, 2016 the district extended an invitation to a wide range of applicants to serve on the SCC. There was significant interest from the PAUSD community, resulting in a cross-constituent committee of 23 members:

Sumit Bhargava - Community  
Josh Bloom - Teacher  
Letitia Burton - Teacher  
Courtney Carlomagno - Teacher  
Brenda Carrillo - Administrator  
Christine Chan - Parent  
Elizabeth Darby - Teacher  
Judy Dauberman - Community  
Teri Gilbert - Teacher  
Wendy Goodridge - Administrator  
Denise Herrmann - Administrator  
Jerry Hong - Student  
Libby Horn - Student  
James Lubbe - Administrator  
Anmol Nagar - Student  
Vidhu Navjeevan - Student  
Christina Schmidt - Parent  
Indira Selvakumaraswamy - Parent  
David Sitzer - Community  
Miriam Stevenson - Administrator  
Rika Yamamoto - Parent  
Scott Yarbrough - Psychologist  
Yvonne Yeh - Special Education Aide

SCC CHARGE & REQUIRED CRITERIA

The SCC is charged with “recommending a framework, standards, learning targets, curricula and a plan for developing the social and emotional competencies of all PAUSD students.”

Any recommendations made by the SCC must:

- Align with PAUSD’s Strategic Plan and Annual Goals
- Be supported by current research and evidence-based practices
- Specify the frequency and duration of SEL activities at each grade level
- Support a unified Pre-K-12 approach to social emotional learning and well-being
- Reflect culturally relevant and inclusive practices
- Include a comprehensive assessment and evaluation system
- Include recommendations for a district-wide implementation plan
- Be able to be implemented within the current budget for staffing
- Be presented to the PAUSD Board of Education by no later than February 14, 2017
**SCC SCOPE, PROCESS & TIMELINE**

The formation of the SCC and its subsequent work should be seen as the first stage of a multi-year process in which SEL is developed and implemented through a unified district-wide approach. Research into successful SEL implementation in Bellevue School District (WA), Austin Independent School District (TX), and Oakland Unified School District (CA), indicates that a three to five year phased-in approach is advisable. This allows all stakeholders to build understanding and capacity over time, and supports the engagement of all schools in a district, rather than restricting SEL to interested schools that volunteer to participate.

The work of the SCC was conceptualized as a multi-phase process over approximately half a year, culminating in a final report to the PAUSD Board and community in February, 2017.

The full committee met for 43 hours between June 8, 2016 and February 8, 2017, including 12 evening meetings plus a full day retreat. In addition, most SCC members attended many hours of subcommittee meetings throughout this period.

The six phases of SCC’s work are detailed in the appendix of this report. They include:

- Phase 1: Orientation & Team Building
- Phase 2: Develop & Implement Subcommittee Action Plans
- Phase 3: Build Foundational Knowledge
- Phase 4: Develop Recommendations
- Phase 5: Prepare & Present Board Report
- Phase 6: SCC Closure Activities

Given the diversity of members' roles, backgrounds, perspectives and experiences, it was essential for the SCC to establish a strong foundation in order to work together productively, including a healthy team dynamic and a shared understanding of baseline SEL knowledge.

The SCC held a retreat in August, 2016 for all members to build trust, collaboration, and communication, become oriented to the work, and develop community agreements about how members need to be in relationship to successfully accomplish SCC’s charge. The agreements focus on communicating productively, incorporating diverse viewpoints, and building inclusion and belonging so members stay focused on the overall best interests of the PAUSD community.

Superintendent Max McGee met with the committee at that time, emphasizing the importance of focusing SEL efforts on all grade levels. He affirmed the desire of district leadership to establish an SEL committee that is closely connected to PAUSD students, staff, families and communities, while collaborating with SEL experts in the field.

The SCC agreed to develop its SEL recommendations through a consensus decision making process, using the following working definitions:

Definition #1: “Consensus decision making is a way of reaching agreement between all
members of a group. Instead of simply voting for an item and having the majority get their way, a group using consensus commits to finding solutions that everyone actively supports, or at least can live with.”

Definition #2: “Consensus is a cooperative process in which all group members develop and agree to support a decision in the best interests of the whole. In consensus, the input of every participant is carefully considered and there is a sincere effort to address all legitimate concerns.”

With a cross-constituent committee of 23 highly diverse and opinionated individuals, consensus building was challenging, especially in the relatively limited time available. It took determined and persistent effort to develop the collaborative dynamic needed to ultimately reach consensus on every recommendation presented in this report. The SCC is proud that it could powerfully model how the PAUSD community and public can move beyond what have often been contentious and polarizing conversations about social and emotional well-being and unite around the best interests of PAUSD students and the district community as a whole.

With the diversity of ages and roles on the committee, members joined the SCC with varying levels of knowledge about SEL. In the early stage of the SCC’s work, Dr. Vicki Zakrzewski, Education Director at Greater Good Science Center, UC Berkeley, helped SCC members develop a shared understanding of the key research on social and emotional well-being. Among the findings she shared is that the most important childhood predictor of life satisfaction in adulthood is emotional health and prosocial behavior. The least important predictor is academic success. She emphasized that the effective implementation of SEL programs requires integrating SEL into all areas of school, providing ongoing support and training for educators and school staff, and engaging in ongoing evaluation.

The SCC studied several documents on the implementation of SEL in West Windsor-Plainsboro Regional School District (WW-P), a New Jersey district demographically similar to PAUSD. WW-P was thrust into a national debate about the intensive focus on academic achievement at elite schools and its impact on school communities. The readings highlighted that community members may differ in their values and beliefs about SEL based on a wide range of complex factors, such as race, ethnicity, culture, gender, age and personal school experiences. The SCC’s discussion emphasized the importance of ensuring that the committee’s recommendations are respectful and inclusive of the diversity of values and beliefs in PAUSD, not just those of the dominant culture.

Throughout the entire process of the committee, SCC members reviewed an extensive range of SEL research, literature and data in both subcommittees and whole group discussion. Alison Green, from PAUSD’s Research, Assessment and Evaluation office, maintained an archive of SEL literature on the SCC’s behalf and shared relevant district data, including outcomes from the California Healthy Kids Survey, Developmental Assets Survey, and the Palo Alto Reality Check Survey. A complete bibliography of the SCC’s reference materials is attached to the appendix of this report.
The SCC utilized a wide variety of approaches to keep the public informed about its work on an ongoing basis and to solicit input and feedback from the PAUSD community.

The SCC has maintained a website that includes all meeting agendas and minutes, reports and key documents, and a link for contacting the committee. It can be accessed at:

https://www.pausd.org/committees-task-forces/social-emotional-learning-curriculum-committee

SCC members delivered presentations about the SCC’s work and solicited input from key PAUSD stakeholders, including elementary and secondary principals, school psychologists, school counselors, LGBTQQ committee, Escondido Elementary School staff, and Palo Alto High School’s Site Council.

With the support of Chris Kolar and Clarisse Haxton from PAUSD’s Research, Assessment and Evaluation office, SCC collected and discussed feedback from SEL focus groups that were conducted with principals, teachers, and high school and middle school students.

All SCC meetings were open to community observers and their reflections were welcomed. The SCC presented an Interim Board Report to the Board of Education at the November 1, 2016 Board meeting, with a final presentation to the Board and school community scheduled for February 28, 2017.

The SCC was challenged by a far greater scope of work than could be accomplished in thirteen meetings of the full committee. In response, six subcommittees were formed to perform a variety of essential functions between regularly scheduled SCC meetings, including:

**Design Subcommittee**

The goal of the Design Subcommittee was to review current research, analyze data, and propose recommendations for an SEL framework, learning standards, and grade level targets. The subcommittee consulted with a number of school districts, including Oakland Unified School District (CA), Austin Independent School District (TX), and Bellevue School District (WA). They also consulted with Dr. Vicki Zakrzewski from the Greater Good Science Center in Berkeley. The Design Subcommittee reviewed existing SEL frameworks, including CASEL’s Framework, The New Teacher Center’s modified CASEL Framework, the University of Chicago/Wallace Foundation Framework, and The Washington Social Emotional Learning Framework.

**Curriculum, Assessment and Evaluation (CAE) Subcommittee**

The CAE subcommittee was charged with reviewing current research, analyzing existing data, and proposing recommendations for curriculum resources and an assessment and evaluation system. They launched the intensive and lengthy process of researching all evidence-based SEL programs identified as promising or effective by CASEL. The CAE Subcommittee also worked with the Research, Evaluation, and Assessment office of PAUSD and identified areas for SEL
growth that have already been adopted in PAUSD, including school safety, school connectedness, bullying, depression, suicide prevention, sexual harassment, and absenteeism.

**District-wide Implementation Plan Subcommittee**

This subcommittee researched and proposed recommendations for district-wide SEL implementation. They consulted with Jordan Trejo, Research Associate & Mary Serbe, Coordinator of Practice with CASEL’s Collaborating Districts Initiative; Mary Hurley, Coordinator of SEL and Leadership at Oakland Unified School District; Terese Brennan-Marquez, Director of Counseling and Social Emotional Learning at Castilleja School; Sara Kremer, Director of Resilience Consultation Program; and Tracy Lyons, Program Manager and Overseer of SEL Lessons at Acknowledge Alliance.

**Focus Group Subcommittee**

The Focus Group Subcommittee was formed to convene small groups of stakeholders, engage them in discussion, and solicit their feedback on the SCC’s work. The subcommittee enlisted the expertise and support of Chris Kolar, Director, and Clarisse Haxton, Research Coordinator, at PAUSD’s Research, Assessment and Evaluation office, who moderated the focus groups, organized the data, and presented the findings for SCC’s discussion.

**Board Report Subcommittee**

The Board Report Subcommittee wrote the interim and final Board report documents and vetted them with the full SCC for approval.

**Board Presentation Subcommittee**

The Board Presentation Subcommittee was formed to publicly present the SCC’s interim progress and final report to the Board and school community. Its work was informed by the process, research, data and recommendations of the full SCC.

**SCC FINDINGS & RECOMMENDATIONS**

To promote the social and emotional well-being of the PAUSD community, the SEL Curriculum Committee offers the following recommendations by consensus of all members:

**SEL Framework, Standards, Learning Targets**

1. **PAUSD should adopt as its framework the Washington State SEL framework proposed in October, 2016 by the Washington State SEL Benchmarks Workgroup.**

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Rationale: The SCC reviewed existing research-based SEL frameworks and initially identified two that had the most appeal: The Collaborative For Academic, Social, and Emotional Learning (CASEL) Framework and the Wallace Framework (from the University of Chicago). The CASEL Framework is long-established, well-studied, and most prevalently used in elementary and middle school settings, supporting pre-adolescent students in the development of fundamental SEL competencies. The Wallace Framework focuses on a number of essential elements not explicitly addressed under CASEL that support the development of competencies particularly relevant to adolescents. These “more mature” elements come from a synthesis of decades of research published in a 2015 report out of the University of Chicago that help connect them developmentally to the knowledge, skills, and competencies addressed in the CASEL framework. No existing model known to the SCC yet fully merges the strengths of each of these models.

In 2016, CASEL launched the Collaborating States Initiative to help states partner in the development of appropriate maps to guide statewide SEL policy and practice. California and Washington are two of the partnering states in this initiative. Later that same year, the Washington State SEL Benchmarks Group submitted to their legislature a report outlining a proposed statewide SEL Framework. After reviewing this framework and its accompanying report, SCC decided the structure, content, and 18-month process used to develop this framework best merged fundamental elements of the CASEL Framework with some of the elements present in the Wallace Framework. The SCC recommends that the Wallace Framework be further reviewed to ascertain how it might support PAUSD’s work. Doing so will better support the relevancy of this work to adolescents at the secondary level and thus move us further in the direction of creating a developmentally appropriate SEL model that fully addresses the needs and capacities of all PreK-12 students.

2. The district should use the PAUSD SEL Framework for transforming district and school-wide culture and practice, not just as a guide for SEL curriculum and programming in the classroom.

Rationale: Discussion amongst SCC members and research of best practice from numerous sources has led to the conclusion that transformative and sustainable SEL must be cultural and systemic. Student progress in SEL requires the development and modeling of caregiver capacity and competency (teachers, staff, and families), which in turn requires the development and modeling of leadership capacity and competency (site & district administration and community leaders). Efficacious SEL is reflected not just in the people but the systems (policies, practices, and culture) that support students, staff, and families. Students need to see and trust that what they learn and practice in the classroom is valued.

and reinforced outside the classroom. Only in this way will students truly internalize and habituate the principles and skills of SEL through support, encouragement, and most importantly modeling. As such, an effective PAUSD SEL Framework should serve as a guide that is appropriate and applicable not just to students in the classroom, but to all members and systemic structures within the learning community.

SEL Curriculum, Assessment & Evaluation

3. Evidence-based SEL programs should be fully researched before any district-wide SEL program is recommended, adopted or implemented. While the process of researching and selecting districtwide SEL programs is in progress, SCC supports the continued implementation and expansion of site-based SEL efforts.

Rationale: Feedback from SEL focus groups indicates that many members of the PAUSD community are eager to hear the SCC’s recommendation for district-wide SEL programs and to understand the implications for their students, classrooms and schools. All SCC members feel the urgency to recommend the best SEL programs possible for providing comprehensive districtwide SEL curricula, assessment and evaluation.

However, the SCC has chosen not to recommend any specific SEL program at this time because there are more evidence-based programs than could be thoroughly reviewed within the six months we conducted our research. The curriculum review process started by the SCC should be completed by the new committees proposed in Recommendation #6 below before any district-wide SEL programs are formally recommended to the Board. The SCC will help orient the new committees and pass on the research conducted to date to support them in completing the process.

SCC reviewed the following sixteen SEL programs. We want to emphasize that any program’s inclusion on or omission from this list is not a recommendation for or against that program. Similarly, absolutely no judgments should be made about the efficacy of current SEL efforts at any PAUSD school site based on the presence or absence of the site’s SEL programs on this list:

- 4Rs Program (Reading, Writing, Respect & Resolution)\(^6\)
- Acknowledge Alliance\(^7\)
- Facing History and Ourselves\(^8\)
- inspireED\(^9\)

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\(^6\) "The 4rs Program: Reading, Writing, Respect & Resolution." The Morningside Center for Teaching Social Responsibility, [http://www.morningsidecenter.org/4rs-program](http://www.morningsidecenter.org/4rs-program)

\(^7\) "Acknowledge Alliance: Services." Acknowledge Alliance, [http://www.acknowledgealliance.org/services/](http://www.acknowledgealliance.org/services/)

\(^8\) "Facing History and Ourselves: Our Work." Facing History and Ourselves, [https://www.facinghistory.org/our-work](https://www.facinghistory.org/our-work)

\(^9\) "inspirED: About." inspirED, [https://inspired.fb.com/about/](https://inspired.fb.com/about/)
The SCC’s research identified many important criteria that should be considered in recommending any SEL program. Early in the review and evaluation process, the committee discussed using a set of standards for reviewing programs. The working rubric we created is founded on CASEL’s District Theory of Action for Systemic SEL and the Mental and Emotional Health Standards of the California Department of Education. We further added a combination of the standards used by Illinois, Kansas, New York and Massachusetts to formulate our own.

17 "Ruler Overview: How Ruler Becomes an Integral and Enduring Part of Your School or District." Yale Center for Emotional Intelligence, http://ei.yale.edu/ruler/ruler-overview/
20 “Social Thinking: Social Learning for a Lifetime of Well-Being.” Social Thinking, https://www.socialthinking.com
21 “Tribes Learning Communities: A New Way of Learning and Being Together." CenterSource Systems, LLC, http://tribes.com/about/a-model-program/
The research suggested that the following measures, when applied with sufficient intensity and duration, provide the strongest indicators for a robust SEL program: training dynamics, mentoring, integrated class lessons with SEL curriculum, literacy or social science embedded lessons, conflict resolution options, diversity and equity initiatives, classroom and school-wide programs, school-family partnerships, opportunities to practice and apply SEL skills across a variety of settings, ongoing assessment/evaluations and observations supported by data across academic and demographic sub groups (including cultural, gender, ability, and grade levels).

4. **In establishing a PAUSD model for SEL curriculum, assessment and evaluation, the district should prioritize the importance of cultural sensitivity, respect for diversity, and support for vulnerable populations, and provide opportunities for students and families to practice SEL skills in the community.**

Rationale: The optimal SEL curricula focuses on cultural factors, acceptance of diversity, and support for vulnerable populations, thus cultivating the engagement of all community stakeholders. Furthermore, ample SEL practice opportunities should be widespread within the curriculum, especially during the initial SEL program implementation. Guided support for students during the practice of SEL skills will help students achieve success with the SEL content.

5. **The SEL curricula chosen should address the needs of all PAUSD students as shown by data collection and should be evaluated after implementation based on how well the curricula meets such needs.**

Rationale: Using existing data, a comprehensive report on the social-emotional learning needs of PAUSD students and staff should be provided to the Board for consideration.

An evidence based SEL program demonstrates a holistic approach to systematic and explicit curricula. SEL curricula should contain instructional strategies and coordinated instructional sequences (lesson plans with platform support built in). This provides a way to evaluate the program and determine its effectiveness for students.

SEL programs that are piloted or adopted should have on-going evaluations of program effectiveness in achieving desired outcomes. Assessment tools would assist the district in understanding which SEL skills are already present in the curricula and are being practiced successfully. Measuring tools used in the assessment and evaluation of SEL curriculum help a school district determine readiness and identify factors that contribute to or impede effective implementation.

**Districtwide Implementation Plan**

6. **District and site leadership teams should be established to continue building on the SCC’s work and to lead the next phases of SEL research, development, revision, implementation**
Rationale: Given the scope and evolving nature of social-emotional learning, SCC believes that successful implementation of a comprehensive, unified, district-wide approach to SEL will require continued work and leadership by the three key types of committees described below. Sites should form SEL/Wellness Teams with members who will serve on the District Steering and Advisory Committees. This overlapping membership would facilitate communication and coordination between the committees.

<table>
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<tr>
<th>Committee</th>
<th>Members</th>
<th>Minimum Frequency</th>
<th>Primary Responsibilities</th>
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<tr>
<td>Pre-K-12 District SEL Advisory Committee</td>
<td>Parents, students, community members, teachers, administrators</td>
<td>4 X per year</td>
<td>o Develop a proposal for a phased SEL roll out plan and aligned budget</td>
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<td>o Provide ongoing research, development, revision, implementation assessment and oversight of the SEL initiative</td>
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<td>o Ensure that curriculum is implemented with fidelity to the standards/framework and across schools</td>
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<td>Pre-K-5 and 6-12 SEL Steering Committees</td>
<td>Teacher-leader/s and administrators</td>
<td>1 X per month</td>
<td>o Continue to research evidence-based SEL curricula and programs identified as promising and/or effective</td>
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<td>o Develop a rubric that outlines elements of high quality curriculum and instruction</td>
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<td>o Ensure daily bell schedules provide the time necessary to implement SEL curricula with fidelity</td>
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<tr>
<td>Site SEL/Wellness Teams</td>
<td>Coordinator, teachers, administrators and students</td>
<td>2 X per month</td>
<td>o Partner with parent groups and community partners on a quarterly basis</td>
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<td>o Design and lead professional learning</td>
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<td>o Train SEL implementation team</td>
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<td>o Lead staff development</td>
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<td>o Plan for budget</td>
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<td></td>
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<td>o Designate an SEL site lead</td>
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</tbody>
</table>

7. An SEL Board Policy should be developed and adopted and district goals should include SEL on an ongoing basis in support of SEL implementation.
Rationale: Schools should review, develop and implement policies and protocols to ensure they reflect and reinforce a clear SEL approach at all levels of the system. Given that Board policies guide the district’s vision and practice to support student learning and success, the adoption of such policies would ensure that SEL will become an integral part of PAUSD.

8. Yearly funds for SEL implementation, consultation, programming, curricula, and related costs should be allocated on an ongoing basis.

Rationale: Ongoing funding ensures that schools have appropriate resources to support staff in educating students. To develop and maintain a robust SEL program, an investment of site and district level funding will need to be allocated for related costs, such as SEL Leads, materials, stipends, professional learning, consultation and curriculum.

9. District professional development and outreach at all levels should have a strong focus on SEL to build a common understanding and language based on the new framework among all stakeholders (Board of Education, administration, teachers, staff, parents, students and community).

Rationale: In order to achieve a broader spectrum of positive youth outcomes that extends into lifelong success, a unified and coordinated approach to professional development for all stakeholders is critical. Not only is specific SEL professional development needed to build foundational knowledge, but all professional development, regardless of curricular area, must include an SEL lens. Additionally, education and other forms of outreach for the PAUSD community must have an SEL component in order to facilitate and support a successful culture change. This includes developing a communication plan to guide outreach, built in conjunction with key stakeholders (students, parents, community at large, etc.) A formal communication plan will ensure the effective sharing of continued work and opportunities for feedback using methods that are genuine, effective and vetted by individual stakeholder groups.

10. SCC recommends that a comprehensive, unified, district-wide Pre-K-12 SEL plan should be implemented in phases.

Rationale: A comprehensive, unified, district-wide Pre-K-12 SEL plan should be rolled out in phases to afford schools adequate time to prepare for changes and give the district time to marshal appropriate resources and support for sites. The decision of individual schools to engage in this work should be partly driven by the readiness of the school community, which should be assessed via consultation with site and district stakeholders in collaboration with experts in the field of SEL. A robust readiness and engagement assessment would afford the district an opportunity to fully comprehend and support schools to implement a strategic SEL approach. The responsibilities of the Pre-K-12 District Advisory Committee, as proposed in Recommendation #6, should include the development of a phased implementation plan and a related SEL budget that is tailored to the proposed roll out.
The PAUSD Social-Emotional Learning Curriculum Committee (SCC) respectfully submits this report with the full consensus of all members to the Board of Education and PAUSD community:

Sumit Bhargava
Libby Horn
Josh Bloom
James Lubbe
Letitia Burton
Anmol Nagar
Courtney Carmagna
Vidhu Navjeevan
Brenda Carrillo
Christina Schmidt
Christine Chan
Indira Selvakumaraswamy
Elizabeth Darby
David Sizer
Judy Dauberman
Miriam Stevenson
Teri Gilbert
Rika Yamamoto
Wendy Goodridge
Scott Yarbrough
Denise Herrmann
Yvonne Yeh
Jerry Hong
SCC ACKNOWLEDGMENTS

We gratefully acknowledge the many insights and contributions of three members of the SCC who exited after the initial months due to competing time commitments: Otak Jump, teacher, Lauren Hahn, parent, and Erin Eanes Holsinger, parent.

SCC was fortunate to have a variety of staff and supporters who dedicated countless hours of their time consulting, collaborating, and contributing in often untold ways and enabled us to carry out our work much more efficiently.

Alison Green, SCC Data & Website Manager, generously lent us her extensive expertise in research and data management. The enthusiasm she showed for research was motivating and her data presentation to SCC was informative. She conscientiously updated SCC’s website and archived SCC’s reference materials for access by the committee and the PAUSD community.

Myrna Zendejas, Documentation Coordinator, always graced the SCC with her pleasant demeanor and efficiency. Her ability to accurately capture the crux of highly complex and fast paced conversations was especially helpful in recording and editing the minutes of each meeting.

Appreciations to Bernadette M. St. John, J.D., PAUSD Job Developer/Advocate, for transcribing minutes at the first SCC meeting.

Ghislene Da Silva, served as SCC Meeting Logistics Coordinator and Website Manager in the initial meetings. Her support, was invaluable in coordinating room assignments, making binders, gathering meeting supplies, and designing and managing the SCC website.

Many thanks to Johanna Gonzalez, who served as SCC Meeting Logistics Coordinator during the later stages of the committee. Her masterful and meticulous organization provided timely assistance in securing facilities, providing back up on meeting minutes, keeping us nourished, and ensuring all documents, supplies, and equipment were ready for every meeting.

Special thanks to Chris Kolar, Director of Research and Assessment, and Clarisse Haxton, Research Coordinator, for expertly designing and moderating SEL focus groups and insightfully counseling us on the key themes and lessons that emerged.

We greatly appreciate the support of Max McGee, PAUSD Superintendent, who provided inspiration and encouragement at our retreat, deepened our understanding of the SCC’s charge and parameters, and grounded our work within PAUSD’s broader vision and strategic goals.

Our deepest appreciations to Co-Chairs Brenda Carrillo, Director of Student Services, and Denise Herrmann, Gunn High School Principal. They have been dedicated and tireless leaders who always made themselves available to wisely guide and graciously support the SCC, no matter how overloaded they were with other professional responsibilities. We’re grateful for their keen vision in establishing the overall scope of SCC work, and for acting as liaisons with district leaders, reviewing all subcommittee work plans, and consulting on the design and progress of SCC meetings.

Ken Yale, Facilitator, expertly guided the SCC during and between meetings. None of the SCC work would have been possible without his tactfulness and experience. He designed the meeting agendas, collaborated with the Co-Chairs, facilitated SCC meetings, managed the overall committee process, and coordinated communications within the SCC.
The following documents are attached to this report:

- SCC Scope, Process and Timeline
- SCC Meeting Schedule
- SCC Community Agreements
- PAUSD Social Emotional Programs and Activities (by site)
- SCC Resources and Works Cited
<table>
<thead>
<tr>
<th>Phase</th>
<th>Projected 2016-17 Meeting(s)</th>
<th>Purposes &amp; Primary Activities</th>
</tr>
</thead>
</table>
| Phase 1: Orientation & Team Building      | 6/8, 8/3, 8/24                                       | • Develop a shared understanding of the rationale, charge, required criteria, deliverables, process, timeline, infrastructure and commitment required for our work together.  
• Build collaboration, communication & relational trust among SCC members so that we can best serve the interests of PAUSD students, families and staff.                                                                                                                                       |
| Phase 2: Develop & Implement Subcommittee Action Plans | Form subcommittees 8/24 (plus ongoing subcommittee meetings from August through February as needed) | Conduct a rigorous process of investigation & inquiry into best practices in the field and outreach to the PAUSD community through the work of subcommittees:  
• Design Subcommittee: Reviews research, analyzes data, and proposes recommendations for an SEL framework, learning standards and grade level targets.  
• Curriculum, Assessment & Evaluation Subcommittee: Reviews research, analyzes data, and proposes recommendations for SEL curriculum resources, and for an SEL assessment & evaluation system  
• Districtwide Implementation Plan Subcommittee: Reviews research, analyzes data, and proposes recommendations for a PAUSD SEL implementation plan  
• Board Report & Board Presentation Subcommittees: Write and present interim and final SCC reports to the Board of Education and implement a public communications plan.  
• Focus Group Subcommittee: Conduct SEL focus groups to collect feedback on SCC’s work.                                                                                   |
| Phase 3: Build Foundational Knowledge     | 8/3, 8/24, 9/14, 9/28                               | • Review key research findings & data analysis conducted by the subcommittees to provide baseline SEL knowledge & prioritized criteria for SCC’s recommendations.                                                                                                                                            |
| Phase 4: Develop Recommendations          | 10/5, 10/26, 11/2, 11/30, 12/14, 1/4, 1/18          | • Engage in a collaborative, consensus-based decision making process to propose and vet subcommittee proposals and finalize SCC’s recommendations.                                                                                                                                                   |
| Phase 5: Prepare & Present Board Report   | 1/18, 2/8 (Present @ 2/28 Bd. mtg.)                 | • Write an interim & final report outlining SCC’s findings & recommendations.  
• Present SCC’s recommendations to the Board & school community.                                                                                                                                                                                                                              |
<p>| Phase 6: SCC Closure Activities           | 2/8                                                 | • Evaluate the work of SCC and appreciate the contributions of all members.                                                                                                                                                                                                                     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Primary Activities</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/8/16</td>
<td>6:00-7:30</td>
<td>• SCC Orientation Part 1</td>
<td>Room Aspen</td>
</tr>
<tr>
<td>8/3/16</td>
<td>6:00-8:30</td>
<td>• SCC Orientation Part 2</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why SEL?: PAUSD goals, data, text-based discussion</td>
<td></td>
</tr>
<tr>
<td>8/24/16</td>
<td>Breakfast</td>
<td>8:00-8:30</td>
<td>William &amp; Flora Hewlett Foundation</td>
</tr>
<tr>
<td></td>
<td>Meeting:</td>
<td>8:30-4:00</td>
<td>2121 Sand Hill Rd Menlo Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Team building &amp; community agreements</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Superintendent Q&amp;A</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Expert consultant presentation</td>
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<tr>
<td></td>
<td></td>
<td>• Data follow up</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create subcommittees &amp; work plans</td>
<td></td>
</tr>
<tr>
<td>9/14/16</td>
<td>6:00-8:30</td>
<td>• Cultural respect &amp; inclusion: text-based discussion</td>
<td>Paly’s English Writing Center (in library)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review research findings: Design Subcommittee</td>
<td></td>
</tr>
<tr>
<td>9/28/16</td>
<td>6:00-8:30</td>
<td>• Review research findings: Curriculum, Assessment &amp; Evaluation Sub.</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review research findings: District Implementation Plan Subcomm.</td>
<td></td>
</tr>
<tr>
<td>10/5/16</td>
<td>6:00-8:30</td>
<td>• Review draft recommendations: Design Subcommittee</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td>10/26/16</td>
<td>6:00-8:30</td>
<td>• Review draft recommendations: District Implementation Plan Sub.</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepare for interim report at 11/1 Board of Education meeting</td>
<td></td>
</tr>
<tr>
<td>11/2/16</td>
<td>6:00-8:30</td>
<td>• Consensus 101</td>
<td>PAUSD District Office Board Room</td>
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<tr>
<td></td>
<td></td>
<td>• Debrief interim Board report</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Community outreach and feedback plan</td>
<td></td>
</tr>
<tr>
<td>11/30/16</td>
<td>6:00-8:30</td>
<td>• Review draft recommendations: Curriculum, Assessment &amp; Eval Sub.</td>
<td>Paly’s English Writing Center (in library)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focus group planning</td>
<td></td>
</tr>
<tr>
<td>12/14/16</td>
<td>6:00-8:30</td>
<td>• Subcommittees revise recommendations</td>
<td>Paly’s English Writing Center (in library)</td>
</tr>
<tr>
<td>1/4/17</td>
<td>5:00-9:00</td>
<td>• Align and work toward consensus on recommendations</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td>1/18/17</td>
<td>6:00-8:30</td>
<td>• Review focus group feedback</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finalize consensus on recommendations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Form new subcommittee for Board presentation</td>
<td></td>
</tr>
<tr>
<td>2/8/17</td>
<td>6:00-8:30</td>
<td>• Review Board report document and presentation</td>
<td>Paly’s English Writing Center (in library)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SCC appreciations, evaluation, final reflections</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Note: final report delivered to Board by 2/21 for 2/28 Board meeting</td>
<td></td>
</tr>
<tr>
<td>2/28/17</td>
<td>6:30 (</td>
<td>• Present recommendations to Board</td>
<td>PAUSD District Office Board Room</td>
</tr>
<tr>
<td></td>
<td>Approx.)</td>
<td>Note: all SCC members attend</td>
<td></td>
</tr>
</tbody>
</table>

Updated 1/8/17
In order to create a committee culture where we all feel safe, supported, open, trusting & productive ...SO THAT we can make recommendations that best meet the needs of the PAUSD community, we agree to work toward these agreements:

**COMMUNICATE PRODUCTIVELY**
- Listen openly and non-judgmentally
- Speak your truth authentically
- Share speaking time equitably

**INTEGRATE DIVERSE VIEWPOINTS**
- Encourage questions
- Welcome contradictory ideas
- Learn from multiple perspectives

**BUILD INCLUSION & BELONGING**
- Respect all voices
- Be mindful of your impact on others
- Make it work for everyone
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Please give a brief description of each social emotional/bullying prevention program currently used at your site</th>
<th>Research Based Curricula/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addison</td>
<td>Combined Life Skills/Project Cornerstone Program. Also use Zones of Regulation and Peach Path. Sally Peck also trained staff and teaches lessons in classrooms.</td>
<td>Developmental Assets Model</td>
</tr>
<tr>
<td>Briones</td>
<td>Project Cornerstone School and use a Developmental Assets Framework to guide efforts. Use the ABC Reading Program. Include Project Cornerstone in our weekly announcements. Some teachers also use the Second Step socio-emotional curriculum</td>
<td>Developmental Assets Model.</td>
</tr>
</tbody>
</table>
| Duveneck    | 1. Operates a site-developed Life Skills Program that cycles specific values through a thematic system, corresponding to monthly Book Club. There is a new Life Skill every month, whole-school assemblies twice a month to clarify/reinforce behavioral expectations, and specific lesson plans that every classroom does with their assigned Buddy Classes.  
2. Principal completes “Upstanders in Action” lesson in each 4th and 5th grade Classroom differentiation between conflict, teasing, and bullying.  
3. Student Council Program (reps from grades 2, 3, 4, and 5) meets weekly to discuss and design positive activities and opportunities to contribute to our school climate.  
4. Use of Not In Our School  
5. Mix It Up Day  
6. Inclusion Week  
7. Disabilities Awareness Week  
8. National No Name Calling Week  
9. Mix It Up Day  
10. (#4-#9) Activities all convey importance of inclusion, diversity, kindness and awareness and appreciation of others’ differences.  
11. Dragon Pride Cards are positive communication slips that teachers and yard duty give to students to be recognized for doing the right thing. One copy goes home for praise and pride, the other stays at school to be recognized during assemblies.  
12. We also have regular Noon Activities to provide students with options of activities to participate in: Flag Football, Street Hockey, Ping Pong, etc.  
13. Our Psychologist does a push-in social skills class with Kindergarten classes.  
14. Duveneck has a CASSY Therapist 2 days per week.  
15. Duveneck is supported by Tucker Lawrence, BIC.                                                                 | Developmental Assets Model and Responsive Classroom |
<table>
<thead>
<tr>
<th>School</th>
<th>Program Description</th>
<th>Assets/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Carmelo</td>
<td>Project Cornerstone - the underlying paradigm for our programs are the 41 Developmental Assets with a particular focus on specific assets based on school-specific data identifying needs in the following: Asset # 7 Community Values Youth Asset # 9 Service to Others Asset # 26 Caring Asset # 38 Self-Esteem Asset # 39 Sense of Purpose Specific Project Cornerstone Programs: ABC (Asset Building Challenge) Reader Program where adults in community deliver K-5 curriculum (Empathy/Caring is theme for 2014-15), Expect Respect leadership seminar for grades 3-5, Service Learning projects at grades K-5 supported by Project Cornerstone and YCS (Youth Community Service), monthly K-5 assemblies. Additional SEL curriculum Second Step lessons that are taught by classroom teachers to their classrooms. Topics include social skills, empathy, self control and interpersonal competency. These address a wide range of Developmental Assets. Mindfulness and social skills lessons provided by Sally Peck, PAUSD behavioral coach and Nadia M. CASSY Counselor at El.</td>
<td>Developmental Assets Model and Second Step</td>
</tr>
<tr>
<td>Escondido</td>
<td>K-2 Second Steps 3-5 Steps to Respect</td>
<td>Second Step and Steps to Respect</td>
</tr>
<tr>
<td>Fairmeadow</td>
<td>K-2 Second Step, 3-5 Steps to Respect</td>
<td>Second Step and Steps to Respect</td>
</tr>
<tr>
<td>Walter Hayes</td>
<td>PBIS: Michelle Garcia Social Thinking Curriculum: 6 Seconds Class Meeting Training; Mindfulness lessons; Walter Hays Core Values: Monthly Assemblies focused on a Core Values, including guest speakers, High - 5ives Student Recognition for demonstrating the core values.</td>
<td>6 Seconds</td>
</tr>
<tr>
<td>Nixon</td>
<td>Nixon explored a variety of available programs and chose to consciously create a hybrid to meet our needs to instruct towards the social and emotional learning targets for our students. These include character education, conflict resolution, study skills and bullying prevention. Our focus on Lifeskills includes weekly featured lifeskills with daily student announcements, bi-monthly Lifeskill recognition assemblies and goal setting around lifeskill improvement by all students. Most significantly, teachers include development of understanding of targeted lifeskills into daily classroom instruction. We use ideas and materials from Tools for Citizenship and Life, Talk It Out, social thinking strategies from Michelle Garcia Winner and our extensive library collection of stories with various lifeskill themes.</td>
<td>Developmental Assets</td>
</tr>
<tr>
<td>Ohlone</td>
<td>Ohlone was founded on the belief that Social Development, Emotional Development and Academic Achievement are equally valued instruction in these areas is integrated through out the school day. We don't have school wide SEL programs as these values and learnings are embedded in our approach with children, supported by the programs and activities mentioned below. Social Skills groups by counselor. Mindfulness, some first grades, plus grades 2/3 and 4/5, Project Happiness: We follow Greater Good at Berkeley e.g. Christine Carter. Free Hugs, Michee Garcia Winner's Social Thinking curriculum: Sally Peck Social Thinking in some classes, 2x/ week &quot;Cooperative Play&quot; from playschools. Book of the Month, all staff have attended Learning and the Brain conferences over the past 5 years</td>
<td>Greater Good</td>
</tr>
<tr>
<td>School</td>
<td>Program/Activity</td>
<td>Developmental Assets</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Palo Verde</td>
<td>PROJECT CORNERSTONE ABC Reading Program - Parent run program. Each classroom is read the same book each month. It provides teaching of skills and a common language throughout the school. PROJECT RESILIENCE (PR) - 4th and 5th grade skill building lessons are taught for 9 weeks, in each room by Acknowledge Alliance. PROJECT CORNERSTONE'S EXPECT RESPECT - A group of 4th and 5th grade students, from all social groups, come together for a three hour training. A PC staff member runs the training, does teaching and then helps the students work together to come up with a project to make the school a better place for everyone. The group then meets once - twice a month with two staff members at lunch to work on continuing projects. The Expect Respect lunch club is then open to anyone who wishes to help improve the school. Sally Peck, district behaviorist, is also teaching Social Thinking Lessons to classes grades K-3.</td>
<td>N/A</td>
</tr>
<tr>
<td>Youngfives</td>
<td>The program we are using in Young Fives is called Kimochis. Kimochis is a universal, school-based, Social-Emotional Learning (SEL) program designed to give young children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships and the development of emotional competence. The Kimochis® curriculum incorporates innovative and fun activities developed to teach children how to manage challenging social situations with skill, character and confidence.</td>
<td>N/A</td>
</tr>
<tr>
<td>Barron Park</td>
<td>Mindfulness Training &amp; Lessons - BP teacher trained by Mindfulness Institute. This year she works as first grade teacher 80% and then offers training district wide. She leads a cohort of 8 teachers here at BP training teachers on Mindfulness lessons and models these for them with students on selected days. In addition to that, Sally Peck has been providing Social Thinking Lessons for classrooms K-5th (these have been by arrangement, but a majority of teachers have welcomed her into classrooms for 4-6 lessons. Our Acknowledge Alliance counselor offers individual and group support - leading an open lunch time buddy group which promotes positive social skills. This counselor also delivered an 8 week Resilience curriculum for our College Bound students.</td>
<td>N/A</td>
</tr>
<tr>
<td>Jordan Middle School</td>
<td>No Bullying approach to conflict resolution, NIOS week &amp; Unity Day, School Climate Committee, Jaguar Journey 6th grade transition camp, ROCKS campaign (Respectful, Open-minded Community of Kind Students), Inclusion Week, Empathy Week, Open Session training annually for teachers to lead 6-10 Advisory, lessons and discussions (students discuss problems/issues that are anonymously given to the teacher).</td>
<td>N/A</td>
</tr>
<tr>
<td>Terman Middle School</td>
<td>Social Kindness Program (grade specific; lessons/activities delivered by teachers and counselors); Grade level Expectations Talks; Not In Our Schools Week; Inclusive Schools Week; Unity Week; TASK (Tigers Achieving Social Kindness); student social kindness ambassadors; 6th Grade Tiger Camp transition program and 7th grade Social Kindness rewind; school-wide advisory lessons on kindness; Project Cornerstone developmental asset lessons and parent education; Ability Awareness lessons at each grade level; Girls' World and Boys' Outlet gender stereotype lessons; mindset lessons</td>
<td>Developmental Assets</td>
</tr>
<tr>
<td>School</td>
<td>Programs/Activities</td>
<td>Evidence/Outcomes</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>JLS</td>
<td>Kindness is the Norm Campaign; ICAN First Friday; Transition Programs at all grade levels (Panther Camp, Team Day); NIOS, Inclusive Schools Week; Unity Day; Expectations talks (2/year/grade); Positive student recognition programs; Mindfulness (as part of Communications Wheel); Periodic school-wide WIP lessons; Project Cornerstone; Parent Group</td>
<td>Developmental Assets</td>
</tr>
<tr>
<td>Gunn High School</td>
<td>Rock group, SOS training, Positive Psychology class, School Climate TOSA, Challenge Success, Unity Day, NIOS week, Camp Everytown.</td>
<td>Challenge Success</td>
</tr>
<tr>
<td>Paly</td>
<td>Teacher Advisor curriculum includes lessons on bullying and mental health awareness, early August lesson on bullying/harassment training for all students developed by School Climate TOSA and Guidance, lessons in Living Skills on bullying and social emotional wellbeing, Challenge Success partnership, Unity Day participation, NIOS weeks, Camp Unity, Social Justice Pathway.</td>
<td>Challenge Success</td>
</tr>
</tbody>
</table>

Last updated: May 2015


Brennan-Marquez, T. "Discussion of Castilleja Roll out Plan." Interview by Courtney Carlomagno, in-person interview, September 14, 2016.


CSEFEL. "CSEFEL: Center on the Social and Emotional Foundations for Early Learning."
Vanderbilt University: Office of Head Start and Child Care Bureau.
http://csefel.vanderbilt.edu/


https://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/56374ac1e4b05d222e9b4dea/1446464193894/CASEL+Brief--What+Does+SEL+Look+Like+in+Practice--11-1-15.pdf


"PBIS: Positive Behavior Interventions & Supports." U.S. Office of Special Education
Programs, https://www.pbis.org/.


"RULER Overview: How RULER Becomes an Integral and Enduring Part of Your School or District." Yale Center for Emotional Intelligence, http://ei.yale.edu/ruler/ruler-overview/.


"Tribes Learning Communities: A New Way of Learning and Being Together." CenterSource Systems, LLC, http://tribes.com/about/a-model-program/.


**PAUSD Data Sources:**

California Healthy Kids (CHKS)

- 2005
  - 5th Grade, Key Findings
- 2007
  - 5th Grade, Key Findings
  - 7th, 9th, 11th Grade, Key Findings
- 2009
  - 5th Grade, Main Findings
  - 5th, 7th Grade, Key Findings
  - 7th, 9th, 11th Grade, Key Findings
  - 7th, 9th, 11th Grade, Main Findings
- 2011
  - 7th, 9th, 11th Grade, Key Findings
  - 7th, 9th, 11th Grade, Main Findings
- 2013
  - 5th Grade, Main Findings
  - 7th, 9th, 11th Grade, Main Findings
• 2015
  o 5th Grade, Main Findings
  o 7th, 9th, 11th Grade, Main Findings

California School Climate Staff Survey (CSCS)
• 2009, District
• 2015, District

California School Parent Survey (CSPS)
• 2015-16 School Year

DataQuest
• PAUSD Dropout Report
  o 2013-14 School Year
  o 2014-15 School Year
• PAUSD Suspensions & Expulsions Report
  o 2013-14
  o 2014-15
• PAUSD Truancy Report
  o 2013-14
  o 2014-15

Developmental Assets
• 2011
  o Elementary Schools
  o Middle Schools
  o High Schools

Palo Alto Reality Check Survey (PARCS)
• JLS
  o 2013, 2014
• Jordan
  o 2013, 2014
• Terman
  o 2013, 2014

SEL Scores from Report Cards (Elem)
• SEL Grades, 14-15
• SEL Grades, 15-16

Stanford Youth Survey